



Overview

In 2008, the Colorado General Assembly passed Senate Bill 08-212, which is also known as Colorado's Achievement Plan for Kids (CAP4K). The law called for an alignment of the preschool through postsecondary education system to enable Colorado students to graduate with the knowledge and skills needed to be successful in college and careers. Central to CAP4K was the regular revision of Colorado's preschool through high school student learning standards, an aligned state assessment system with a focus on postsecondary and workforce readiness for Colorado's students, and expectations for postsecondary and workforce readiness for all Colorado high school graduates.

Pursuant to section 22-7-1019 (2) C.R.S., the Colorado Department of Education (CDE) is required to provide annual reports related to the provisions of CAP4K, including the results achieved through the implementation of school readiness, the preschool through elementary and secondary education standards, and postsecondary workforce readiness.

Kindergarten School Readiness

Background

CAP4K requires the Colorado State Board of Education and school districts to implement several provisions designed to support and ensure each child's readiness for success in school. CAP4K requires the state board of education to (1) define school readiness, (2) adopt assessments appropriate for determining students' levels of school readiness, and (3) adopt a system for reporting population-level results. Colorado school districts are required to ensure all children in publicly funded kindergarten programs receive an individual school readiness plan that is informed by a state board approved school readiness assessment.

School readiness describes the status and ongoing progress a child makes within the domains of physical well-being and motor development, social and emotional development, language and comprehension development, and cognition and general knowledge. By monitoring each child's progress in these areas, teachers, parents, schools, and caregivers can provide needed support to ensure each child's success in school. Information gathered from kindergarten school readiness assessments should be used for supportive

Kindergarten School Readiness Description

"School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschool or kindergarten. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content."

Source: Adopted by the Colorado State Board of Education (April 2017).



and instructional purposes. According to CAP4K, results from the kindergarten school readiness assessment cannot be used to deny a student admission or progression to kindergarten or first grade.

The State Board of Education voted to offer districts a menu of school readiness assessments, and the menu includes four options for Colorado school districts: (1) Teaching Strategies GOLD®, (2) Teaching Strategies GOLD® Kindergarten Entry Assessment Survey (an abbreviated version of the GOLD assessment), (3) Desired Results Developmental Profile for Kindergarten, and (4) HighScope Child Observation Record (COR). Colorado school districts began phasing in kindergarten school readiness assessments in 2013 with full implementation in the 2015-16 school year. The state board of education adopted the reporting system for kindergarten school readiness in the spring of 2016, enabling CDE to begin collecting data from districts in the 2017-18 school year. This report provides kindergarten school readiness information from the second year of that data collection, the 2018-19 school year.

Each approved kindergarten school readiness assessment provides information on whether a kindergartner is meeting age expectations in each of the required school readiness domains at the beginning of the school year:

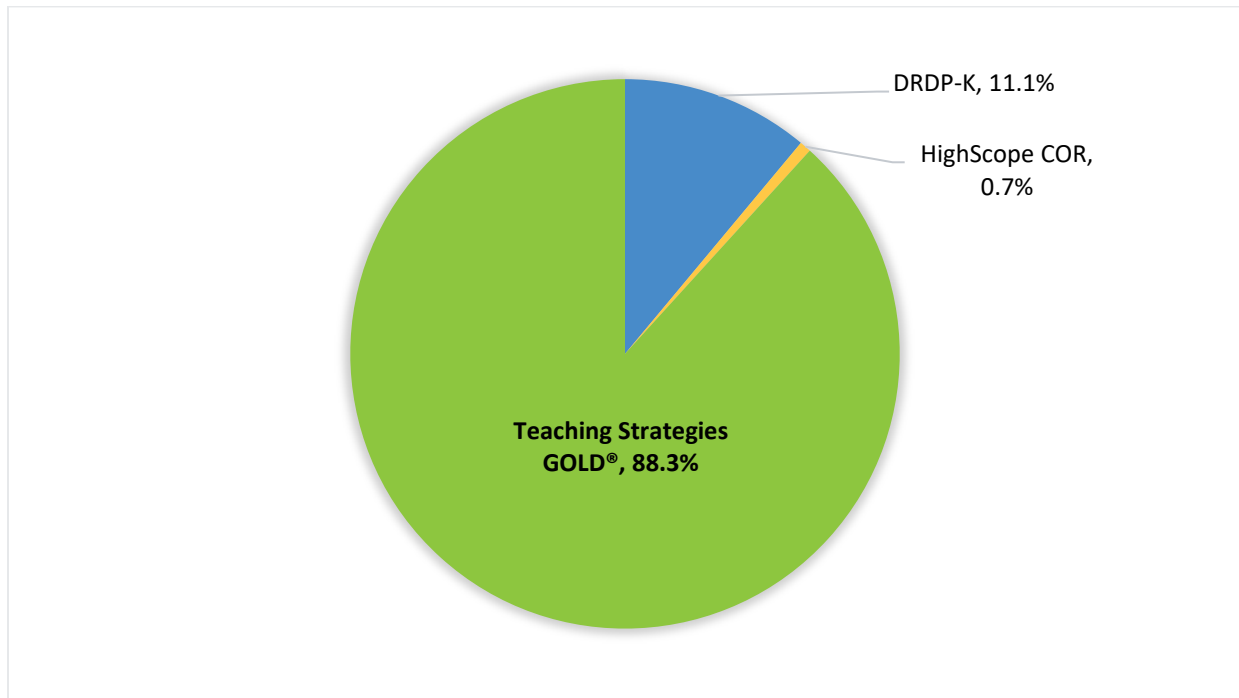
- physical well-being and motor development;
- social and emotional development;
- language and comprehension development;
- cognition; and
- general knowledge.

For reporting purposes, the general knowledge domain consists of mathematics and literacy, such that six domains are reported to the state.

Progress in 2018: Second Reporting of Statewide Kindergarten School Readiness Information

School districts reported school readiness data from the school readiness assessment window, which is the first 60 calendar days of the 2018-19 school year. Data included in this report comes from one of the following approved assessment tools: Teaching Strategies GOLD®, HighScope Child Observation Record (COR), and the Desired Results Developmental Profile for Kindergarten 2015 (DRDP-K 2015). Teaching Strategies GOLD® was used by 88.3 percent of districts throughout the state. DRDP-K 2015 was used by 11.1 percent of districts, and HighScope COR was used by 0.7 percent of districts (Figure 1). Data for 9,026 students from the eight districts and 142 charter schools with waivers for use of a State Board approved kindergarten school readiness assessment have been excluded from this report.

Figure 1. Kindergarten School Readiness Assessments Used in Colorado School Districts

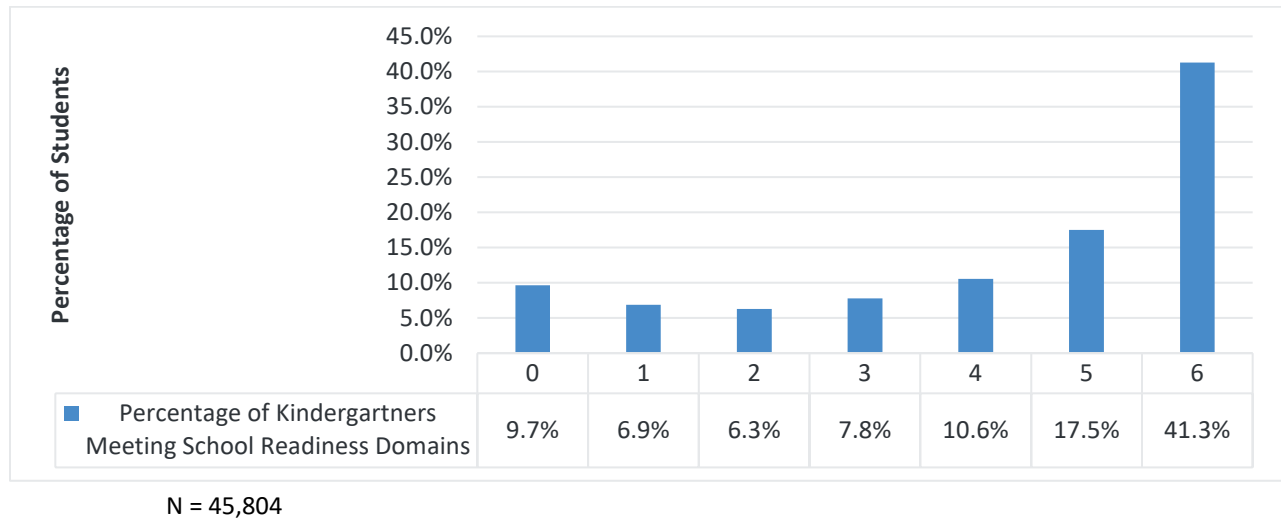


The kindergarten school readiness reporting system adopted by the state board of education requires districts to submit only aggregate kindergarten school readiness information without identifying specific domains of readiness (i.e., physical well-being and motor development, social and emotional development, language and comprehension development, cognition, mathematics and literacy). Instead, districts submit aggregate information on the number of domains in which students demonstrate readiness. For example, if a student met kindergarten entry expectations in all domains except cognition, the district would report this information as meeting 5 of 6 domains. In contrast, if a student was only meeting kindergarten entry expectations in physical well-being and motor development, the district would report this information as meeting 1 of 6 domains.

Kindergarten School Readiness Findings

The following results were gathered from the 2018 reporting window. As illustrated in Figure 2, over half (58.8 percent) of Colorado's kindergartners meet 5 or 6 of the school readiness domains.

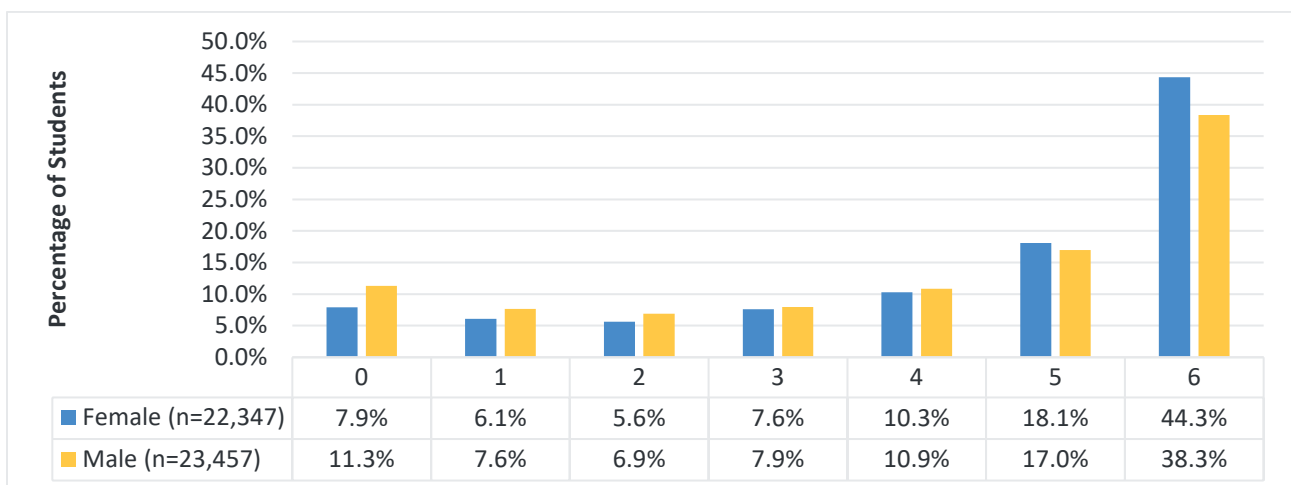
Figure 2: Percentage of Colorado Kindergartners Meeting School Readiness Domains



Disaggregation of kindergarten school readiness information by gender, free or reduced-lunch status, and race and ethnicity can be found in the following figures. School readiness data are not collected based on half-day or full-day kindergarten status. Also, n-counts for some disaggregated categories vary due to completeness of information submitted to CDE.

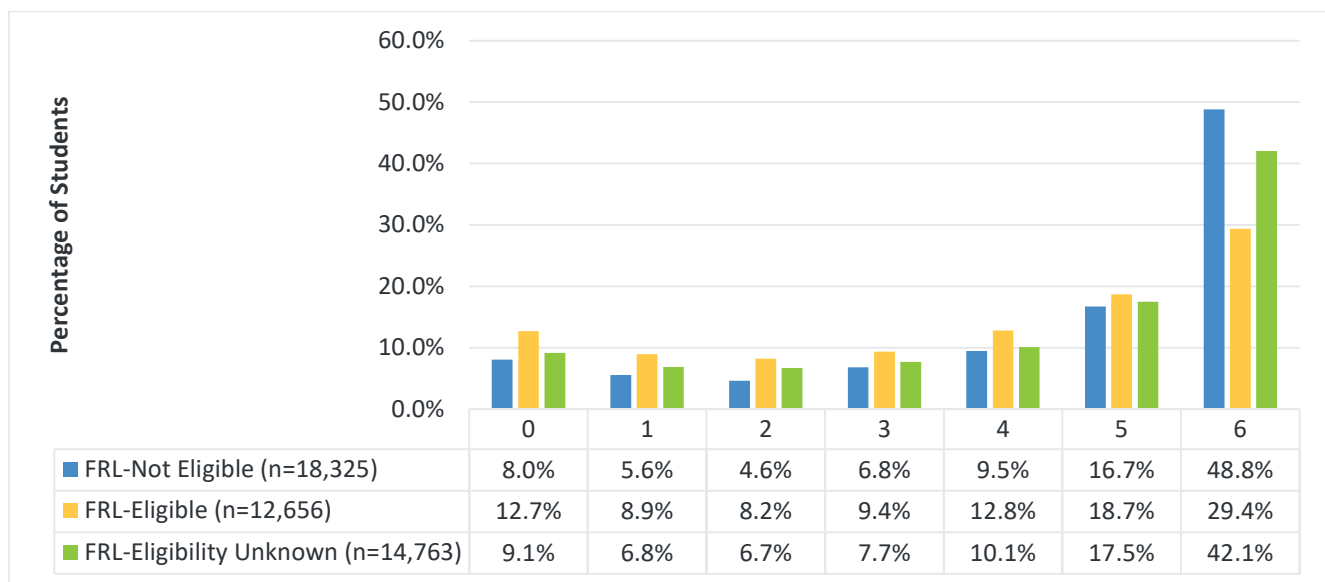
Kindergarten School Readiness By Gender: Readiness data by gender (Figure 3) indicate a higher percentage of males compared to females meeting four or fewer domains (44.6 percent compared with 37.5 percent), with a higher percentage of females meeting five or six domains in comparison to males (62.4 percent compared with 55.3 percent).

Figure 3: Percentage of Colorado Kindergartners by Gender Meeting School Readiness Domains



Kindergarten School Readiness by Free or Reduced Lunch Eligibility: Readiness data by free or reduced lunch eligibility (Figure 4) indicates that just under half (48.8 percent) of students who do not qualify for free or reduced price lunches (FRL) meet expectations in all six domains. This is in comparison to students who do qualify for free or reduced price lunches (FRL), where about the same percentage (48.1 percent) meet expectations in either five or six domains.

Figure 4: Percentage of Free or Reduced Lunch Eligible Colorado Kindergartners Meeting School Readiness Domains



Note: FRL eligibility data is limited by the capacity of the approved assessment tools to verify FRL status.

Kindergarten School Readiness by Ethnicity and Race: Readiness data by ethnicity (Figure 5) indicates that there are differences in the number of domains in which students meet age expectations according to ethnicity. As shown below, just under half (46.1 percent) of students who are not Hispanic met expectations in all six domains. In comparison, just under half (48.8 percent) of students who are Hispanic met expectations in either five or six domains.

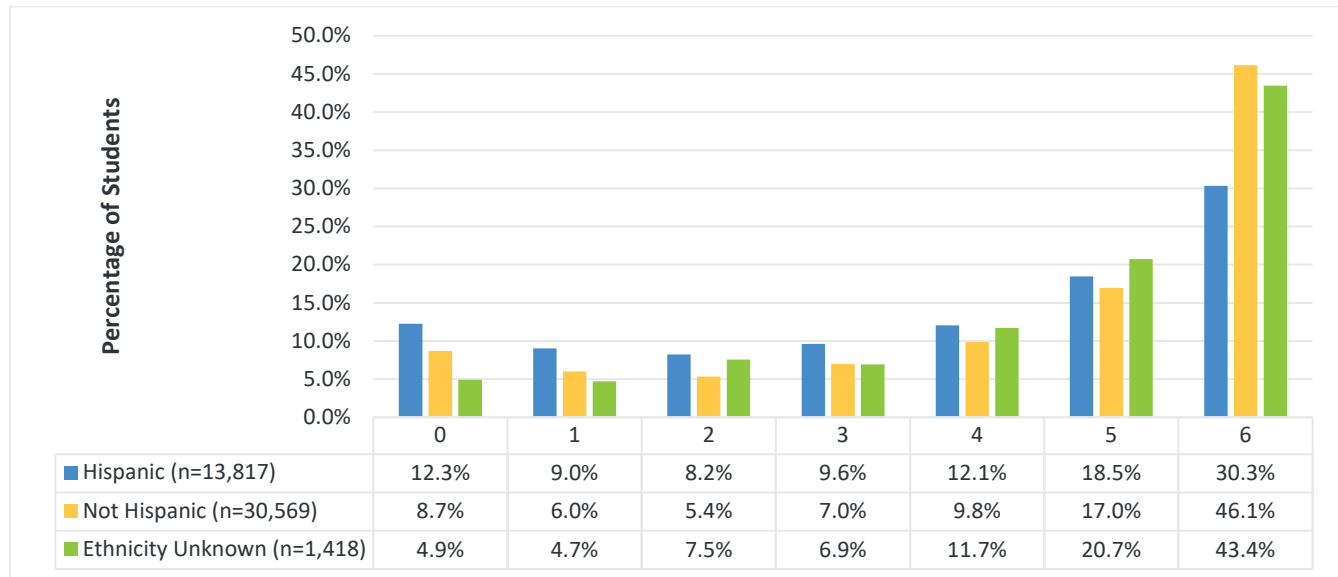
Figure 5: Percentage of Colorado Kindergartners by Ethnicity Meeting School Readiness Domains


Table 1 illustrates the distribution of readiness data by race.

Table 1: Percentage of Colorado Kindergartners by Race Meeting School Readiness Domains

| Category | Total Student Count | Domain Readiness Count | | | | | | |
|-------------------------------------------|---------------------|------------------------|--------|--------|--------|--------|--------|--------|
| | | 0 of 6 | 1 of 6 | 2 of 6 | 3 of 6 | 4 of 6 | 5 of 6 | 6 of 6 |
| American Indian/Alaska Native | 1,616 | 10.5% | 9.2% | 10.0% | 10.7% | 13.7% | 21.1% | 24.9% |
| Asian | 1,499 | 15.1% | 9.5% | 6.7% | 8.5% | 10.6% | 16.5% | 33.0% |
| Black | 2,498 | 15.0% | 8.7% | 6.8% | 7.4% | 11.8% | 20.1% | 30.2% |
| White | 32,290 | 8.0% | 6.0% | 5.8% | 7.6% | 10.4% | 17.4% | 44.8% |
| Native Hawaiian or Other Pacific Islander | 168 | 10.1% | 7.7% | 6.0% | 13.1% | 7.7% | 19.0% | 36.3% |
| Two or More Races | 2,694 | 9.1% | 7.3% | 5.9% | 7.8% | 11.1% | 18.3% | 40.5% |
| Race Unknown | 1,868 | 7.2% | 6.3% | 8.2% | 8.2% | 9.4% | 20.1% | 40.6% |

Data for ethnicity and race are reported separately due to limitations in the reporting features within approved school readiness assessments.

The Colorado Academic Standards

Background

CAP4K required the Colorado state board of education to adopt standards that identify the knowledge and skills a student should acquire as the student progresses from preschool through elementary and secondary education pursuant to C.R.S. 22-7-1005 (1). In 2009, CDE initiated a year-long process of revising academic